

## CT Framework Standard 1: Reading and Responding

**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

**Essential Question:** *How do we understand what we read?*

### 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use pre-reading activities to activate prior knowledge and establish purpose. (A4)	Activate schema.  Generate questions.	X  X			<ul style="list-style-type: none"> <li>Use pre-reading strategies, such as predicting, picture walks, activating prior knowledge, making connections, and questioning to set the context for reading and to aid in comprehension.</li> </ul>
b. Identify points at which understanding breaks down and apply appropriate strategies to develop comprehension. (A4, A5)	Determine if text “makes sense.”  Clarify for understanding.	  X	X		<ul style="list-style-type: none"> <li>Ask questions when things do not make sense.</li> <li>Use the “fix-up” strategies of: reading on, using picture clues, re-reading when necessary, and adjusting reading rate.</li> <li>Emergently “read”, not necessarily in the conventional sense (i.e. recognize that the print and the pictures tell a story.)</li> </ul>
c. Organize information in proper sequence to use in a summary and/or retelling. (A3)	Identify story elements.  Retell orally.	X  	  X		<ul style="list-style-type: none"> <li>Identify the character, setting, and important events in a story.</li> <li>Retell parts of a text using proper sequence.</li> <li>Begin to summarize with a beginning and ending.</li> </ul>

**1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i> <i>F</i>	<i>R</i>	Instructional Focus
d. Begin to recognize that there are different text structures. (B1, B2)	Identify patterns in text structure.		<b>X</b>		<ul style="list-style-type: none"> <li>Recognize the difference between words and sentences.</li> <li>Recognize that words are separated by spaces and that print is read from left to right and top to bottom.</li> <li>Identify parts of books (cover, title, front, back).</li> <li>Activate prior knowledge to aid comprehension of fiction and non-fiction texts in terms of what is real and what is make-believe.</li> <li>Identify patterns in books or songs and read or sing along to increase fluency.</li> <li>Hold book right side up and turn pages in the correct direction. Read from left right.</li> </ul>
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	<p>Make and revise or confirm predictions.</p> <p>Draw valid conclusions about author's purpose and character's feelings.</p> <p>Support conclusions with evidence from text.</p>	<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>			<ul style="list-style-type: none"> <li>Predict likely outcomes based on clues in the text by answering teacher-led questions (i.e. <i>What do you think will happen next?</i>).</li> <li>Make predictions about what might happen next.</li> <li>Identify parts of a text that seem important.</li> <li>Draw conclusions after listening to a story and use evidence to support them.</li> </ul>
f. Begin to make and justify inferences from texts heard, read and viewed. (A2, B3)	<p>Make valid inferences using prior knowledge and text evidence.</p> <p>Support inferences with text evidence and prior knowledge.</p>	<p><b>X</b></p> <p><b>X</b></p>			<ul style="list-style-type: none"> <li>Answer literal (right there) questions and think and search (easy inferential) questions about books read aloud by the teacher.</li> </ul>

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**Essential Question:** *How do we understand what we read?*

### 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify the difference between a statement and a question.  Formulate questions.  Identify question/answer relationships.  Respond to questions with text evidence.	X  X  X  X			<ul style="list-style-type: none"> <li>Ask questions when things do not make sense.</li> <li>Answer who, where, and why questions (character, setting, problem).</li> <li>Answer literal (right there) questions and think and search (easy inferential) questions about books read aloud by the teacher.</li> </ul>
b. Interpret information that is implied in a text. (B3)	Make valid inferences supported by text.	X			<ul style="list-style-type: none"> <li>Create pictures from read-aloud and shared readings.</li> </ul>
c. Begin to distinguish between fact and opinion. (B1)	Begin to identify facts. Begin to identify opinions.	X			<ul style="list-style-type: none"> <li>Distinguish between real and make believe.</li> </ul>
d. Make and support judgment about texts heard. (B3, D2)	Express judgments about text.	X			<ul style="list-style-type: none"> <li>Explain why certain books are enjoyed.</li> <li>Express opinions about a variety of texts.</li> </ul>

## 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Discuss and respond to texts heard by making text-to-self, text-to-text and text-to-world connections. (C1, C2)	Use prior knowledge and relevant information to make meaningful text to self-connections.	<b>X</b>			<ul style="list-style-type: none"> <li>Respond to texts by making text to self and text to text connections.</li> <li>Make relevant connections between text and self.</li> </ul>
f. Discuss the topic or main idea of text heard. (A1)	Identify main idea.	<b>X</b>			<ul style="list-style-type: none"> <li>Identify the topic of an expository text and one or two important details.</li> </ul>
g. Choose a variety of genres to read for personal enjoyment. (C1)	Be exposed to a variety of genres.	<b>X</b>			<ul style="list-style-type: none"> <li>Choose a book to read and share it with the teacher and classmates.</li> <li>Independently read books for approximately 5-10 minutes.</li> </ul>

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### 1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop phonemic awareness and understanding of alphabetic principle. (A5)	Develop phonological awareness.  Rhyme words.  Segment words into syllables.  Blend sounds into words.  Segment words into sounds.		<i>X</i>  <i>X</i>  <i>X</i>  <i>X</i>  <i>X</i>		<ul style="list-style-type: none"> <li>Segment spoken and written sentences into individual words.</li> <li>Identify spoken words that rhyme.</li> <li>Orally produce rhyming words in response to spoken words.</li> <li>Blend onset and rime to for real words (e.g. /d/ /og/ dog).</li> <li>Segment and isolate initial, medial, and final sounds of CVC words.</li> <li>Identify spoken words with similar initial sounds.</li> <li>Identify spoken words with similar ending sounds.</li> <li>Orally produce groups of words that begin with the same initial sounds.</li> <li>Blend up to three orally produced phoneme into a correct word.</li> <li>Orally substitute initial phoneme sounds.</li> <li>Clap the number of syllables in two and three syllable words.</li> </ul>

## 1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop phonemic awareness and understanding of alphabetic principle. (continued)	Identify letter names.  Identify letter sounds.		<b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>Identify both upper and lower case letters of the alphabet.</li> <li>Demonstrate letter-sound correspondences for all single consonants.</li> <li>Identify letters matched to short vowel sounds.</li> <li>Use common consonant sounds with short vowels to decode three letter words.</li> <li>Write some upper and lower case letters when name or sound is dictated.</li> </ul>
b. Build sight vocabulary. (A5)	Read grade level sight words in isolation and context with automatic recall.		<b>X</b>		<ul style="list-style-type: none"> <li>Recognize sight words taught as part of the kindergarten curriculum in isolation and in context.</li> <li>Read at least 25 one-syllable sight words.</li> </ul>
c. N/A					
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Incorporate new vocabulary when communicating.		<b>X</b>		<ul style="list-style-type: none"> <li>Use prior knowledge, context, and pictures to predict meaning of unknown words.</li> <li>Identify common words in basic categories (i.e., can give examples of favorite foods or favorite colors).</li> </ul>
e. Use content vocabulary appropriately and accurately: math, music, science, social studies, etc. (A5)	Incorporate content vocabulary when communicating.		<b>X</b>		<ul style="list-style-type: none"> <li>Use content and new vocabulary during classroom discussions.</li> </ul>
f. Read with fluency.	Read simple poems/songs and familiar text with fluency.	<b>X</b>			<ul style="list-style-type: none"> <li>Read decodable texts to practice and gain fluency.</li> <li>Repeat simple rhymes, poems and songs with good expression and appropriate pace.</li> </ul>

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### 1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Listen to and respect the opinions of others about written, oral and visual text. (D2, D3)	Demonstrate active listening skills.  Recognize that a single text may elicit a wide variety of responses.		<b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>Focus on the speaker when listening.</li> <li>Show interest during a discussion.</li> <li>Listen to acquire information and to respond to questions.</li> <li>Follow simple verbal one and two step directions.</li> </ul>
b. Share opinions and judgments based on texts heard or viewed. (A2, D2, D3)	Evaluate texts.  Synthesize information in order to make and share opinions and judgments about text.	<b>X</b>	<b>X</b>		<ul style="list-style-type: none"> <li>Participate in group discussions.</li> <li>Share information and ideas in complete sentences.</li> <li>Describe objects, events, feelings, etc. with some details or examples.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.1 Students recognize how literary devices and conventions engage the reader.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize patterns in text. (B2)	Recognize there are different types of texts.	X			<ul style="list-style-type: none"> <li>Identify the main character, setting, and important events in a story.</li> <li>Use illustrations to construct meaning.</li> </ul>
b. Distinguish between the structures of fiction and nonfiction. (A1, B1)	Recognize that there are different genres.  Identify different genre.	X  X			<ul style="list-style-type: none"> <li>Distinguish between what is real and what is make-believe.</li> </ul>
c. Read or listen to a text and explain its appeal. (C1, C2)	State an opinion about a text and articulate reasons by making meaningful text connections and/or personal connections.		X		<ul style="list-style-type: none"> <li>Explain why certain books are enjoyed. (It is funny. I like the pictures).</li> <li>Identify words an author uses to create a picture.</li> </ul>
d. N/A					



## CT Framework Standard 2: Exploring and Responding to Literature

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**Essential Question:** *How does literature enrich our lives?*

### 2.2 Students explore multiple responses to literature.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop multiple responses while reading, listening or viewing texts. (A3, D2)	Respond to text through feelings, opinions, and emotions, orally or with pictures.		<b>X</b>		<ul style="list-style-type: none"> <li>Create pictures from read-aloud and shared readings.</li> </ul>
b. Support personal viewpoints with evidence from the text. (B3, C2, D2)	Support judgments using evidence from the text.	<b>X</b>			<ul style="list-style-type: none"> <li>Draw conclusions after listening to a story and use evidence to support them.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Make connections between characters' lives and the real world. (C1)	Identify a character's experience and connect this information to self.		<b>X</b>		<ul style="list-style-type: none"> <li>Make relevant connections between text and self.</li> </ul>
b. Listen to and respond to stories about many cultures and times. (A1)	<p>Experience a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multicultural world.</p> <p>Share observations based on listening, reading, or viewing of multicultural texts.</p>	<b>X</b>			<ul style="list-style-type: none"> <li>Identify different cultures and traditions described in a story.</li> </ul>
c. Compare and respond to stories about multicultural experiences. (C2, D3)	Compare the information from multicultural text to personal experiences.	<b>X</b>			<ul style="list-style-type: none"> <li>Make simple comparisons of family, friendship, culture, tradition, found in stories read aloud.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

**2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize simple values and beliefs included in a text. (D1, D3)	Listen to a variety of texts that reflect different values and beliefs.	X			
b. Discuss how the experiences of an author might influence the text. (D3)	Identify how the experiences and interests of the author are reflected in the text.  Identify elements of stories that are similar to the author's biographical information.  Compare texts written by the same author.	X  X  X			
c. Begin to understand that the experiences of a reader influence the interpretation of a text. (C1,B3)	Identify how the experience and interests of the reader help to interpret the text.	X			
d. Discuss topics and connections that cross cultures. (C1, D3)	Compare and contrast personal experience to information from multi-cultural texts.	X			<ul style="list-style-type: none"> <li>Activate prior knowledge to aid comprehension of fiction and non-fiction.</li> </ul>
e. N/A					
f. Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text. (D1, D3)		X			<ul style="list-style-type: none"> <li>Identify the specific purposes of a text (i.e. to find information, enjoy a story, get a message).</li> </ul>

### CT Framework Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

#### 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message. (A4, B3)	Use oral communication skills effectively.  Express thoughts, opinions, and feelings in complete sentences.	<b>X</b>  <b>X</b>			<ul style="list-style-type: none"> <li>Take turns during conversation with teacher guidance.</li> <li>Explains own feelings.</li> <li>Use appropriate voice level.</li> <li>Tell personal experiences in logical sentences.</li> <li>Respond to writing by giving a compliment to peers.</li> <li>Participate in class meetings.</li> <li>Share work with others.</li> </ul>
b. Listen to or read a variety of genres to use as models for writing in different modes. (DAW)	Understand the relationship between oral and written language.	<b>X</b>			<ul style="list-style-type: none"> <li>Attempts to use common patterns/phrasing or words found in texts heard in their own speaking, dramatic play or writing.</li> </ul>
c. Write and tell stories beginning to use organizational patterns appropriate to the mode of writing.	Begins to group like pictures, words, and ideas.  Tells stories about personal experiences in sequence.	<b>X</b>  <b>X</b>			<ul style="list-style-type: none"> <li><b>Recount:</b> Write or draw in journals.</li> <li><b>Narrative:</b> Write or dictate stories using pictures, words and letters, and make cards for family members, friends, etc. Write additions to books and texts following the text's patterned language.</li> </ul>

## 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

CT LA Framework/ <i>CMT Strand</i>	Grade Level Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (Writing Prompt)	Participate in a variety of classroom writing activities.  Use pictures and words to convey meaning.	<b>X</b>  <b>X</b>			<ul style="list-style-type: none"> <li>▪ <b>Ideas:</b> Write about familiar topics or ideas.</li> <li>▪ <b>Organization:</b> Write and draw with clarity. Tell and or write story with a beginning, middle and end.</li> <li>▪ <b>Word choice:</b> Write words that match pictures.</li> <li>▪ <b>Voice:</b> Demonstrate voice through the use of different colors, facial features and actions of “characters”.</li> <li>▪ <b>Fluency:</b> Write and dictate more than one sentence on a topic.</li> </ul>

### CT Framework Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

#### 3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. (Writing Prompt)	Recognize different purposes for communicating.  Choose a format appropriate to audience, purpose and task.		<b>X</b>		<ul style="list-style-type: none"> <li>Recognize that print conveys meaning.</li> <li>Write for different purposes (i.e. notes, cards and letters, simple stories).</li> <li>Identify the audience and purpose for class generated writing.</li> </ul>
b. Use strategies to generate and develop ideas for speaking, writing and visual activities.	Contribute during shared and interactive writing.  Generate and develop ideas for speaking, writing, and visual activities for a variety of purposes.		<b>X</b>		<ul style="list-style-type: none"> <li>Contribute ideas during shared writing and participate in interactive writing.</li> <li>Use pictures and discussions to generate ideas for writing.</li> <li>Work on "writing" for several minutes.</li> </ul>
c. Begin to revise texts to demonstrate organization, elaboration, fluency and clarity. (Editing and Revising)		<b>X</b>			<ul style="list-style-type: none"> <li>Talk about writing with teachers.</li> <li>Revise by adding details to pictures or letters to words.</li> </ul>

**3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Research information from multiple sources for a specific purpose.	Select and organize visual and auditory information to answer a specific question.	<b>X</b>			<ul style="list-style-type: none"> <li>▪ Ask questions related to a topic of interest.</li> <li>▪ Participate in whole class inquiry activities.</li> </ul>
e. Begin to examine sources of information and determine validity.	N/A				
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final product in a variety of ways including dictation to adults.	<b>X</b>			<ul style="list-style-type: none"> <li>▪ Publish and/or present final product in a variety of ways including the use of dictation to adults, art, and technology. (e.g., bulletin boards, class books, art activities that relate to literature, journals).</li> </ul>

## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

### 4.1 Students use knowledge of their language and culture to improve competency in English.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.	Read, listen to and tell stories from a variety of cultures.  Identify the similarities and differences in the way language is used.	<b>X</b>  <b>X</b>			<ul style="list-style-type: none"> <li>Listens to fiction, nonfiction, poetry, drama, rhymes, and songs from a variety of cultures.</li> </ul>
b. Recognize and understand variations between language patterns used in their homes and in school.	Begin to understand that there are variations among language patterns.  Discuss variations between language patterns.	<b>X</b>  <b>X</b>			<ul style="list-style-type: none"> <li>Compares appropriate times to use greetings and farewells used at home and at school (e.g., 'Good morning' to a teacher in the classroom, 'See ya' to other students in the yard).</li> <li>Makes connections between first or home language and school English.</li> </ul>



## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

### 4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text.	Use sentence patterns typical of spoken and written language to produce text.		<b>X</b>		<ul style="list-style-type: none"> <li>Recite short poems/rhymes and songs.</li> <li>Emergently write, not necessarily in the conventional sense to express own meaning.</li> <li>Use letters in writing; represent some sounds, especially beginning and ending phonemes; use spaces to represent words: use left to right progression.</li> <li>Use directionality of print in writing: left to right, top to bottom.</li> <li>Attempt to leave spaces between words.</li> <li>Stylize sentences around known words, repetitive phrases and sentence beginnings.</li> </ul>
b. Use appropriate language as related to audience.	Use appropriate language as related to audience.	<b>X</b>			<ul style="list-style-type: none"> <li>Speak clearly in class so that all students can hear the message.</li> </ul>

## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

### 4.3 Students use Standard English.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Kindergarten Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately.	Begin to use Standard English language appropriately when speaking.	X			<ul style="list-style-type: none"> <li>Begin to use Standard English when speaking in school ("at school" language).</li> </ul>
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing).	<p>Notice simple conventions of language in shared text.</p> <p>Attempt to include simple conventions of language to personal writing.</p>	<p>X</p> <p>X</p>			<ul style="list-style-type: none"> <li>Identify and attempt to use periods and question marks at the end of sentences.</li> <li>Identify and attempt to use exclamation marks to add meaning.</li> <li>Write first and last name using upper case and lower case letters.</li> <li>Recognize names of letters and write some uppercase and lowercase letters when the letter name or sound is dictated.</li> <li>Spell some high frequency one to three letter words.</li> <li>Begin to show one to one correspondence between spoken word and written word.</li> </ul>
c. Begin to use resources for proofreading and editing.	Contribute to editing activities during interactive writing.	X			<ul style="list-style-type: none"> <li>Use a very simple checklist for editing including name on paper.</li> </ul>